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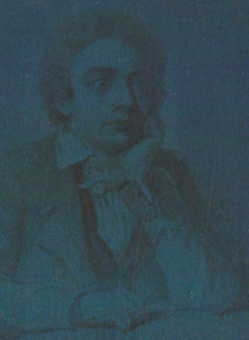

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HUMOUR AND CYNICISM: A COMPARATIVE STUDY OF SHAW'S THE APPLE CART AND CHO'S MUHAMMED-BIN-THUGLAK

Dr.V.Nagarajan, Associate Professor &Head, PG Dept. and Research Centre in English, Alagappa Govt.Arts College, Karaikudi-3.

Prof. Henry H.H. Remak's defines Comparative Literature as:

Comparative Literature is the study of literature beyond the confines of one particular country, and the study of the relationships between literature on the one hand and other areas of knowledge and belief such as (e.g.) painting, sculpture, architecture, music, philosophy, history and the social sciences (e.g.) politics, economics, sociology, the sciences religion, etc. on the other. In brief, it is the comparison of one literature with another or others, and the comparison of literature with other spheres of human expression.

Remak's definition is in two parts: Comparative Literature as a comparison between two or more national literature, which is in agreement with the French practice: Comparative Literature broadening into a study of literature on the one hand and other distinct areas of knowledge on the other, a definition with which American Comparatists would agree. While acknowledging the most stringent criticism directed against his definition, Remak in his 1971 post-script points out that "more and more theoreticians and practitioners of Comparative Literature are moving in the direction indicated in his definition," a fact which can not be easily denied, if only we care to look into the annual bibliography of Comparative Literature published in YCGL.

"Influence" has always been a key concept of Comparative Literature studies for the simple reason that no author or work can originate in a state of vacuum. The concept of influence is based on the theory that "it posits the presence of two distinct and therefore comparable entitles: the work from which influence proceeds and that at which it is directed." Influence study covers such key technical terms as reception and literary fortune, influence, imitation and analogy.

Ulrich Weisstein, tentatively defines influence as an unconscious imitation and imitation as directed influence. Imitation does nor reveal itself singly but has

of ideologies, practices, beliefs and modes of being that are traditionally understood as modern and colonial.

As Lazarus considers "Work as an identity defining activity" which is of self-making and as Facon's suggestion that modernism is implicit in the appropriation of capitalism, we have different paradigms of modernity in Ghosh's novel as suggested above.

Negotiations with modernity come at a cost for colluders, for neither Arjun nor the Collector survives in their attempts to become like their masters. As Uma suggests that we must not be deceived by an idea that "imperialism is not an enterprise of reform". From the above study it becomes evident that post-colonial impact is seen in all walks of life and characters in Ghosh's 'The Glass Palace".

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INNOVATIVE PRACTICES IN TEACHING AT SCHOOL LEVEL – AN E- EDUCATION CONCEPT

Ajay Vikram, Ph.D. Scholar of English, AMET University, Kannathur, Kanchipuram Dt.

Introduction

India is a multilingual country, to break the language barriers and to bridge communication gap between various sections of the society The Department of Information Technology (DIT) Govt of India initiated a programme, Technology Development for Indian languages (TDIL). This programme intended to motivate general public to use ICT tools and technology in their day to day work and to develop information processing tools and techniques to facilitate human-machine interaction without language barriers and to access multilingual knowledge resources. The Indian Education system running towards e-Education system from formal Traditional Education system with the influence of revolutionary changes taken place in ICT.

Impact of ITC in education in India developing the information technology solutions for Indian Languages. In recent years there has been an explosion of internet in the use of online education for language teaching abroad, these different types of educational tools that can be used to help in teaching Indian Languages are to be adopted. Traditionally in teacher-centred class rooms the teacher is a monopoly on information and Text Books were used for the ultimate solutions for their problems. In online courses, with instant access to vast resources of data and information, students are no longer dependents on teacher for information or knowledge. The learning became more collaborative, contextual and active; this changing scenario requires changes in curriculum and pedagogy. In order to succeed the online language teaching and learning process the tremendous changes are required in curriculum framework, teaching methodology and evaluation process.

2. Online Curriculum Frame Work

Present Language curriculum was framed at the time of Gurukul Education System, only meagre changes have been taken place in the

curriculum on the advises of the Educational policies framed time to time in India. Curriculum of Telugu Language teaching is used to modify for every five years, it follows the way that, the literary topics were selected from the works of classical and modern poets and writers irrespective of needs of the learner. But the Curriculum for online Education should be designed according to the different learning styles or combination of styles of activity based concepts in order to provide significant experiences for each class and each participant.

"For performing learners, design environments that are protector task-oriented, energizing, competitive, interactive environments, which use coaching, practice, and feedback to encourage self-motivation, holistic thinking, problem solving, self-monitoring progress, and task sequencing, while minimizing the need for extra effort and difficult standards(Martinez,2001)"

The curriculum must resemble the needs of the learners and aspirations of their parents. Now a day's no student is a student for time pass, but he is an innovative to learn something and achieve new thing.

"There is indeed a great deal of enthusiasm and emphasis on education as a means for achieving personal growth and development. The growing aspirations of children and parents across the cross-section of society are reflected in an increasing demand for education, which has far exceeded the supply"

3. Online Pedagogical Approaches

"It is our contention that innovative approaches to professional development have the potential, to promote the kinds of sustainable change and improvement in online pedagogy that can accommodate institutional and departmental strategic initiatives, and the more personal interests of academics and academic groups, amidst the day-to-day demands of academic work in the contemporary academy".

In an online Course the Teacher must become a facilitator and recognise the goals and objectives and then consider how the online environment can best serve the instructional objectives and activities of the curriculum. Online teaching requires changes in pedagogy in order to succeed online learning where instructor facilitates in guiding the learners. There is no physical contract of the teacher and student or student and student in online classes, so the

learning activity must be used in combination with other instructional strategies. Lectures can be prepared, presented via audio or video over the internet.

Teacher should act as mentor in online teaching serves as a guide rather than lecturing the concepts or topics. An online mentorship gives an opportunity for frequent, convenient communication between mentor and learner via e-mail or other online tools can guide the learners to clarify their doubts in time. Online projects are another best way to provide the learner experience and sense of accomplishment, shared working with other learners. Group projects can include simulations, role plays, case studies, problem solving exercises, group collaborative works, debates, small group discussions and brainstorming which are very useful for language learning.

The other interesting ways for teaching and learning a language through online are online grammar and quizzes sourced from the web, for example user-friendly website is an internet TESL journal, self-study Quizzes for ESL students available at htt://a4es.org.,which can also be developed for Indian languages. Online seminars, workshops and forums also very useful for language teaching. The learners from Telugu Language are very poor and can't afford to attend to the regular classes; they can be able to attend the above language teaching and learning techniques at anytime and anywhere in the world.

4. Online Learning Methods

Students may have different learning styles, learning activities should be designed to motivate the students according to their perspectives and approaches towards the course. Make the learners to control over navigation of course material and control over the sequence learning activities. Online course should be designed with number of activities that can encourage active learning in which learners are expected to participate and provide creative thinking. Activities should be problem based to generating questions to develop critical thinking for formation their own meaningful concepts within the syllabus. Language learning gives more opportunities to the learners to develop their critical and creative thinking in natural environment.

"Overall, the chapters from this and the first two parts of Teaching literature and language online present many useful lessons, while provoking thought about the pedagogical and institutional challenges

that arise with the use of technology; they are well worth reading individually with these practical goals in min". .

Language conversations like plays, dramas, small stories, poetry recitations, loud reading etc. Should be introduced to enhance the interaction among the learners. In Telugu Language Astavadhanam, Shatavadhanam are very effective interactions which develop the creative thinking and retention power, such type of activities must be included in online curriculum. *"Online tutorials can be an effective means of education for graduate students. According to Prestamo (1998), experience has shown that faculty and graduate students often do not ask others for help"*

Student Assignments may be used to assess the language vocabulary of the learners, also develop the comprehension, precise writing and expansion writing. Some translation techniques used with Computational Linguistics and Machine Translation help the learners to learn as many as languages to remove language barriers.

5. Evolution Techniques

The evaluation for every teaching is very important to determine how much and how well their students are learning. Most of the techniques used for evaluation in Traditional Education system were Tests, Examinations, Lab Reports, Homework, Assignments, Project works, Quizzes, Interviews, Group discussions etc. In ongoing classes also Teachers should evaluate the students to know how the content can be under stood by the students. Evaluation can be formative, summative or a combination of both.

Evaluation techniques are different in online education system that is of Traditional Education system. Evaluation of the learners in online education system can be done by timeliness feedback, readability level of print material, appropriateness of topic, student involvement, submitting assignments, classes participation via e-mail etc.

"Based upon the review of the literature as well as the findings from this study, online evaluations are most effective when faculty and administrators "buy in" to the process, and when focused efforts are directed at encouraging student participation".

Evaluation Techniques in online course can also useful for the teachers to collecting feedback for teaching improvement. Evaluation may be done by developing a port folio for an application, gathering data to prepare personnel decisions.

Online Evaluation for language teaching can be done in an effective manner, to evaluate Telugu language learners may be asked to write essays, poetry, or any other literary work in connection with their curriculum. Creative thinking and standardising of their writing can be evaluated by their works and suggestions can be made to improve further.

"I think the online evaluations are a much better gauge of how we feel about the class. One suggestion is that we not have just one evaluation at the end of the semester because we tend to forget things we like/dislike about the lecturers/material early in the semester....our classes are broken up into blocks of material with different lecturers for each section. It may be beneficial to complete a survey after each instructor finishes his/her section."

6. Conclusion

In this paper I revealed some of the best practices and Instructional strategies for the development of online courses for Indian Languages in general and Telugu Language in particular. The strategies were deviding into curriculum framework, teaching practices, learning-method and evaluation techniques. These a few lines may not sufficient to suggest the Online Courses for Language Teaching and Learning. Further research need to concentrate on new techniques used for the development of Indian Languages to withstand on worlds Language platform.

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A STUDY ON CONVENTIONAL ENGLISH CLASSROOMS

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The Importance of English Language

English is the widely spoken language in the world and it stands out as the most popular language on Earth. "English is being spoken by about 280,000,000 people as a first Language; by some 120,000,000 as a second language and by an unknown about ever increasing number as a foreign Language" (Encyclopedia Britannica, 545). No language, ancient or modern can be compared with "English in the number of geographical distributions of the homes, shops, factories and offices in which the language is spoken, written or read"(F.G.French, 1994).

Apart from being native or first language in countries as widely apart as the United Kingdom, The United States of America, Canada, Australia, New Zealand and South Africa, English is an important second language almost everywhere in the world. **M.C.Chagla**, when he was the Chief Justice of the Bombay High Court, once gave a verdict that English was an Indian language and the Supreme Court upheld this judgment. The Sahitya Academy of India recognizes English as one of the Indian languages. Statistics show that over half the world periodicals are printed in English ; three quarters of the world's mail is written in English and three fifth of the world radio stations broadcast in English. The latest and the most accurate information about the advancements of science and technology is immediately available to us through the medium of English. Information and English are inextricably interwoven.

Current Scenario

The teaching of English in our schools is far from satisfactory. The students who learn English for about six periods in a week for six years hardly know 150 words by the time they join a college. This means they have not been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures in English. The conditions of teaching

ACTIVITY BASED TEACHING TO DEVELOP COMMUNICATION SKILLS AT COLLEGE LEVEL

Ajay Vikram, Ph.D. Scholar of English, AMET University, Kannathur, Kanchipuram Dt.

Abstract

Language teaching and language learning is an important activity in a language classroom. Conventional methods are felt difficult by the students and teachers at various levels. Speaking about Government schools, environment in which students learn English is not so conducive. There are some common impediments such as pronunciation, reading skills, listening skills, mother tongue influence, mixed class room factors, unequipped class room, lack of teaching aids, no cutting edge knowledge for the teachers and no intensive training for teachers. Language marks are considered for mere pass so no efforts on teacher side and student as well. The real problem starts for students when they step into higher studies such B.A/B.Sc/B.E/B.Tech and M.B.B.S where more focus on communicative skills. Students suffer a lot because of poor school base. So learning a language subject at school level should be activity based which makes the learning experience interesting, enjoyable and permanent. This Activity Based Teaching helps teachers to identify the learner's level such as Elite, Fast, and Mediocre and Slow learners and accordingly teacher can modify their methodology of teaching. Of course, one solution is not an 'All – time – solution' but clear planning on class room management will definitely bring promotional aspects at learning levels. Further this paper focuses the doctrine of ABT with examples and its influence at the learner level.

Key Words: Classroom activity, Creative Learning, Discourse and Communication

After Independence of India, Indian students learning English language independently. Inhibitions of Lord Macaulay were viewed by our language stalwarts as 'Clerical English Skills' and appointed commissions to revamp the methodology of teaching and learning English language skills. English

language continued as third language in all other states but in Tamilnadu it has become second language. Effective grammar teaching starts form 6th standard and continued up to degree level. Sometimes the language aspect continues as in the name of soft skills. At the same time, HR managers of leading MNC's have given a death lethal blow that 85 per cent graduates are not employable and more and more number of graduates are produced every year with out employability skills (Assoites, 2006). This comment creates an awareness that what we are doing in side the classroom. This status raises following questions,

1. What is our short time goal and long time goal of Higher Education?
2. Is there any change needed in teaching content?
3. Is there any change required in content delivery?
4. Is there any new training required promoting the teachers' skill set?
5. Which cluster of soft skills will help our students to get job?

The above said information shakes the entire education domain that How to proceed further? and Is there any sustainable method to standardize the process of teaching English language at school level. There are some policy level problems at teachers' level. They said that "there is a hesitation in the minds of students to learn English subject is quite unimportant paper because the English subject score is not at all considered for any professional college admission". They study English subject only to pay a pass nothing more than that. At the same time, their difficulties become doubled when they step into higher education because of English medium instruction and using English language in day today affairs. So there must be some arrangement or change of method of teaching which should prepare students to use language and lead a comfortable higher educational life. So the planning must be started at the Plus Two level so that group learning dynamics will work out and yield good results.

The current syllabus of English at plus two level is partly dealt with usual prose, poetry grammar and maximum focused on communicative English aspects. . Mere 'chalk and talk' will not helpful for content delivery. There are plenty of methods available to handle the concept of communicative mechanism. A few examples are given below,

1. Vernacular Method

2. Situational Method
3. Conversation Method
4. Work sheet Method
5. Audio - Visual Method (Edgar Dale, 1955)
6. Activity Based Teaching Method and etc.

All the above said methods are possible and viable in language classroom and at the same time all the methods cannot be employed all the times. It depends upon the following criterion to choose apt method for teaching.

1. Strength of the class
2. Vernacular stability of the students
3. Age group of the class / gender sensitivity
4. Interest level of the students and teacher
5. Fiscal support to design and execute learning material.
6. Effectiveness in execution and in its results.
7. Fun and permanent learning.

Among these methods, Activity based Method is rational, possible, interesting and give good prospective results (Ruswell,1983). This method is much talked today at primary school level where a child use to learn everything through performing an activity. The same should be modified to the needs of matured students blending the subject with activity.

Example for Activity Based Teaching

The following is a lesson plan to materialize Activity Based Teaching.

Topic: Physical Fitness

Time: 45 minutes

Materials: "Collection of pictures regarding sports and its activities

Objectives: By the end of the lesson, students will be able to :

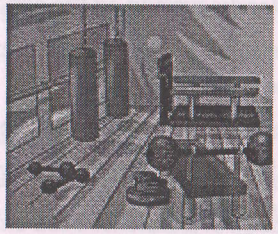
1. See the pictures and understand the topics.
2. See the pictures and they try to group the pictures under various titles.
3. Use the text as the basis of an extension activity designed by the teacher. (Teaching Gerunds and infinitives)

4. Enabling students for impromptu talks on pictures and starting assertive communication

Possible Activities

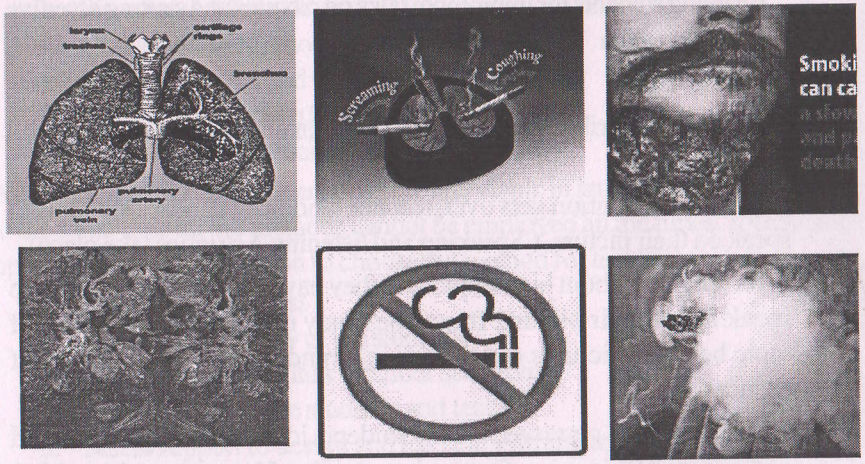
1. The teacher distributes a picture per student and asks them to see and stand what it is.
2. After the distribution gets over, teacher randomly chooses students to speak on their picture. (Speaking and listening Activities take place)
3. After speaking about his /her picture, they have to select their friend to speak about their picture. It may be / may not be their relevance of topic because pictures distributed in a random way with variety of chances.
4. After discussion gets over, all the students identify their group based on their topic(Swimming, Gymnasium, dancing, Yogasnam and Aerobics)

Sample pictures – Series 1. (Sports Concept)



Source : www. Google.com (Link images)

Sample pictures – Series 2. (Awareness Concept)



Source : www. Google.com (Link images)

Teacher and Student Activity

1. After discussion on the content of the pictures (discussion may be allowed in vernacular language (20 per cent) and teacher should jot down the points on the black board.

2. Teacher asking Comprehension Questions.

1. What did you see in these pictures? (Seeking general information)
2. What are the activities shown in these pictures?(Slightly specific)
3. How would you classify these pictures? (Encourage Analytical thinking)
4. What is good and bad things in these pictures?(Decision making skills)
5. What is your understanding of these pictures? (Discourse skills)

3. Content Delivery (Gerunds and Infinitives)

Teacher writes some sentences on the board based on these pictures. Sample sentences are given below,

1. **Swimming** is a good exercise.
2. **Dancing** is a good exercise.
3. **Walking** is an good habit.

4. **Dancing** with proper body movement is known as Aerobics.
5. **Smoking** causes cancer.
6. **Smoking** is injurious to health.

Teacher has to make the students to identify the commonality (Verb + ing) which is called verbal noun or Gerund.

Now the teacher tries to rewrite the same information for Infinitives.

1. Doctor advised Ram **to stop** smoking and suggested **to go** for a walk in the early morning. Infinitive clause means to + verb in simple present tense.

These kinds of activities will allow students move around class with a purpose. There is a chance of impromptu talks because they have to talk on their pictures. They will have a start up the activity without any hesitation because the picture and information is well-known to them. So this method ensures movement in class, fun, communication aspects, activity, content delivery and friendly evaluation. Plenty of picture resources available in websites which can be downloaded and utilized in the class room for teaching communication skills components.

Some Disadvantages

This method has some disadvantages in the following aspects,

1. This method will not work out in larger classrooms(optimal strength is 40)
2. There is a chance for chaos because everyone has something to speak.
3. Availability and usability of internet in rural pockets is a big problem.
4. Requirement of computer, internet and printer facility is a must

Conclusion

Teaching English at school level is far off from satisfactory. The students come out every year are not comfortable in their higher education because there is a polar shift and change in the methodology of teaching in colleges. **'Catch them young'** is a good method and result oriented. Though there are some disadvantages, of course every method has prospects and constrains; this method can be explored as a trial to inculcate the habit formation which is the 'in thing' involved in communication skills.

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PROMOTING INTERNAL QUALITY ASSURANCE ASPECTS IN EDUCATIONAL COLLEGES – A STUDY

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Introduction

'Quality' became very common word nowadays. What actually quality means. It is very familiar term but its meanings and uses vary widely. In general term quality is the position of a 'product' or a 'process' attribute on good -bad scale. It is often associated or linked with defects and deficiencies in products or process.

Educational institutions have a tendency to measure their quality in terms of students' academic achievement. The assumption is that if the results of an institution are improving, its quality must be good. Besides, academic achievement is not a competent measure of educational quality since it depends on many other factors such as students innate intelligence, study habits, learning styles, motivation, parental socio-economic status and home environment. Hence we have to identify relevant indicators of educational quality and measure it in a reliable and valid manner.

In quality management system total quality management starts with-

Quality inspection: This is very initial step and through this, defects are observed and communicated for quality improvement.

Quality improvement: It is the commitment and approach used to continuously improve every process in every part of an organization. Quality improvement is long term approach, established through incremental steps. Quality improvement is a way of working that facilitates change and influences teaching and learning by quality providing the stimulus and support for further assurance of quality.

Quality Assurance: Once quality is assured at reasonable level it needs to be controlled from deviations to ensure quality management. In the TQM the goods or services are expected to be with zero defects and when require